Chapter 7 Unit Planning Routines

Beginning

1. What should students know, understand, and be able to do?
2. What eviedence will I collect?

Robin Hood effect – Robbing from high achievers

Planning for diverse learners should be

1. Up-front
2. Have shared, explicit expectations
   1. Clear expectations
   2. Attainable goals
   3. Organized
   4. Measured and sequenced presentation

3. Integrated curriculum

a. Content integration

b. Process integration

c. Thematic, local or global issues, real world application

4. Varied, multiple experiences help students learn new concepts without repetition

5. Increased motivation from authentic experiences

6. Problem solving approach increased learning by peer teaching.

Unit Organizer

1. Shows relationship to past and future content
2. Helps to understand main ideas, big idea and key relationships
3. Determine essential questions – can be student generated
4. Provides structure to help track assignments

Making Connections

1. Prior learning is the base for new learning
2. Concept map – visual representation of relationships
3. Forces thinking about concepts processes instead of discrete facts and skills

Constructing a Concept Map

1. Identify ideas you want to map.
2. Arrange concepts according to a logical pattern
3. Use shapes to represent main, essential, and supporting ideas
4. Lines shows relationships between terms and label
5. Rework to make sense of relationships between ideas

Questions

1. Can motivate students
2. Higher order thinking skills

Teach Students to Organize

1. Schedules
2. Planning systems
3. Materials needed

Cue-Do-Review

1. Cue
   1. Ask students to organize the unit concepts on a blank map
   2. Determine what they already know
2. Do
   1. Create a context as to how the unit connects to learning as a whole
   2. Content Structures – key concepts related, elaborated, and expanded
   3. Unit questions – teacher and student generated
   4. Tie content to tasks
3. Review
   1. Display unit organizer
   2. Refer to it each lesson
   3. Use it for review

Assessment

1. Pre-Assess before unit
2. Indicate gaps in student knowledge
3. Effectiveness of unit content and process
4. Identify students who need extra help
5. Frequent and varying
6. Types
   1. Informal
   2. Observation
   3. Dialogue
   4. Tests and quizzes
   5. Performance tasks
   6. Projects

Collaborative Curriculum Planning

1. Cover less material, but greater depth
2. Focus on meaning
3. Teaching facilitates student learning
4. Linking ideas across subject matter
5. Construction of knowledge, build on prior
6. Authentic activities that build a classroom community
7. Basic skills develop into meaning
8. Cooperative work
9. Problem solving
10. Alignment of curriculum, instruction and assessment